

MARK SCHEME for the May/June 2007 question paper

9699 SOCIOLOGY

9699/03

Paper 3 (Essay 2), maximum raw mark 75

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2007 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.



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GENERAL MARK BANDS

SECTION A

- (i)
- 0 no relevant definition
 - 1 weak attempt with little sociological reference
 - 2 accurate but limited definition
 - 3 accurate sociological definition
- (ii) Up to 3 marks available for each example
- 0 no relevant example offered
 - 1 an example identified
 - 2 an example identified and a limited description offered
 - 3 an example identified and described accurately

Alternatively candidates may give 2 clear examples for 1 mark each and then a description that incorporates both examples in which case between 2 to 4 marks may be awarded.

SECTION B

0-4 marks

Answers at this level will be characterized by limited knowledge and understanding. There will be few, if any references to appropriate studies and thinkers. Key aspects of the question may be overlooked or misinterpreted. Much of the material covered may be irrelevant or, at best, tangential to the question. There will be little or no relevant analysis and evaluation. It is likely that points will be made in the form of assertions rather than being supported by appropriate evidence and reasoning.

5-8 marks

Answers will demonstrate a basic knowledge and understanding. There may be some inaccuracy and or omission of key points, particularly at the lower end of the mark band. However, there will be evidence that the candidate has made a fair effort to answer the question as set. Answers justifying marks at the upper end of the mark band are likely to include references to appropriate studies and or thinkers. There will be some attempt at analysis and evaluation, though this may be unconvincing overall. Conclusions may lack balance and or coherence, particularly at the lower end of the mark band.

9-12 marks

Answers will demonstrate a reasonable knowledge and understanding. Relevant studies and thinkers will be referred to where appropriate and the candidate will have made a concerted effort to address each part of the question. The question will be interpreted accurately and appropriate material selected. The candidate will demonstrate some ability to analyse and evaluate the material and to reach a balanced and coherent conclusion. For this mark band, however, we should not expect detailed or sophisticated analysis and evaluation. Indeed, much of the evaluative content may be implicit rather than explicitly stated; for example, the appropriate juxtaposition of contrasting arguments and theories is a form of implicit evaluation.

13-16 marks

Answers will demonstrate a high level of knowledge and understanding. There will be little if any, inaccuracy and reference will be made to a wide range of relevant studies and thinkers. All aspects of the question will be addressed in reasonable detail. The analysis will be balanced, logical and incisive. There will be some explicit evaluation and conclusions will be clear and coherent. At the higher end of the mark band, we should expect to see evidence of originality and sophistication in the presentation of arguments, the treatment of theoretical perspectives, and the conclusions drawn. If all of these elements are present a mark of 16 should be awarded.

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1 (a) (i) Define the term *kinship*. [3]

There is no requirement for this answer to contain evaluation

- 0 no attempt to define kinship
- 1 kinship is explained in a simplistic way such as ‘family’
- 2 the meaning of kinship is further expanded by showing wider understanding but this may not be linked to sociological evidence e.g. ‘relatives’
- 3 an accurate sociological definition of kinship is offered but this can be purely theoretical and does not have to contain examples such as ‘all your relatives by birth and marriage’

(ii) Identify and briefly describe two examples of kinship. [6]

Up to 3 marks to be awarded for each example [3 x 2]

- 0 no example offered
- 1 an example of kinship is identified but no detail is offered
- 2 as above plus a limited description of kinship
- 3 an example of kinship is identified plus a description that shows an accurate sociological understanding of the concept by the example being described

(b) Evaluate the claim that in modern industrial societies social class determines the type of family structure people adopt. [16]

Band 1 0-4

Answers in this band will most probably accept or reject the proposition without support. Alternative answers may describe different types of families or describe different types of social status.

Band 2 5-8

Answers in this mark band will most likely either support or reject the proposition but this will be supported either by reference to key thinkers or contemporary evidence. If both possibilities are acknowledged but one, or both, are undeveloped then mark towards the top of the mark band. Useful reference may be made to the use of studies such as that of Rosser and Harris.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. In order to enter this band it must be clear that modern industrial societies are being discussed and reference to any other sort of society is by way of comparison. Candidates should show that although class has some impact on family structures they have more in common than their differences and that other variables such as culture, ethnicity and religion are also important. Evaluation in this mark band may be implicit.

Band 4 13-16

Knowledge will be applied with a high degree of accuracy showing a careful analysis of the work referred to and an evaluation, which at its best, will be detailed leading to a balanced conclusion.

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2 (a) (i) Define the term *conjugal roles*. [3]

There is no requirement for this answer to contain evaluation

- 0 no attempt to define conjugal roles
- 1 conjugal roles explained in a simplistic way such as 'married'
- 2 the meaning of conjugal roles further expanded by showing wider understanding but this may not be linked to sociological evidence e.g. 'husbands and wives'
- 3 an accurate sociological definition of conjugal roles is offered but this can be purely theoretical and does not have to contain examples such as 'the roles of husbands and wives within marriage'

(ii) Identify and briefly describe two examples of conjugal roles. [6]

Up to 3 marks to be awarded for each example [3 x 2]

- 0 no example offered
- 1 an example of a conjugal role is identified but no detail is offered
- 2 as above plus a limited description a conjugal role
- 3 an example of a conjugal role is identified plus a description that shows an accurate sociological understanding of the concept

(b) Evaluate the claim that the family oppresses its less powerful members. [16]

Band 1 0-4

Answers in this band will most probably accept or reject the proposition without support. Others may describe the ways in which oppression may occur.

Band 2 5-8

Answers in this mark band will most likely either support or reject the proposition but this will be supported either by reference to key thinkers or contemporary evidence. If both possibilities are acknowledged but one, or both, are undeveloped then mark towards the top of the mark band. Candidates are most likely to recognise the Marxist implication in the question and either accept or reject that.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Credit those candidates who recognise that 'less powerful members' has several possibilities. Candidates who go beyond the straightforward Marxist/Functionalist debate about the role of the family should be placed towards the top of the band. Evaluation in this mark band may be implicit.

Band 4 13-16

Knowledge will be applied with a high degree of accuracy showing a careful analysis of the work referred to and an evaluation, which at its best, will be detailed leading to a balanced conclusion.

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3 (a) (i) Define the term *material deprivation*. [3]

There is no requirement for this answer to contain evaluation

- 0 no attempt to define material deprivation
- 1 material deprivation is explained in a simplistic way such as 'being poor'
- 2 the meaning of material deprivation is further expanded by showing wider understanding but this may not be linked to education or sociological material e.g. 'lack of wealth or having poor housing'
- 3 an accurate sociological definition of material deprivation is offered but this can be purely theoretical and does not have to contain examples such as 'not having access to the assets of society like housing and other resources'

(ii) Identify and briefly describe two examples of the way in which material deprivation can affect education. [6]

Up to 3 marks to be awarded for each example [3 x 2]

- 0 no example offered
- 1 an example of material deprivation is identified but no detail is offered and this may not be linked to education
- 2 as above plus a limited description of material deprivation
- 3 an example of material deprivation is identified plus a description that shows an accurate sociological understanding of this concept and its importance in the sociology of education

(b) Evaluate the claim that in modern industrial societies state education systems act as a means of social control. [16]

Band 1 0-4

Answers in this band will most probably accept or reject the proposition without support. Others may describe different types of schools that can be found in societies.

Band 2 5-8

Answers in this mark band will most likely either support or reject the proposition but this will be supported either by reference to key thinkers or contemporary evidence. Candidates are most likely to concentrate on the Marxist control or the Functionalist social solidarity debate. If both possibilities are acknowledged but one, or both, is undeveloped then mark towards the top of the mark band.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. In order to enter this band candidates should be focusing on modern industrial societies and the reference made to other types of society should be for comparison only. There should be evidence of a debate and use can be made of such key thinkers as Bowles and Gintis, Bourdon, Westergaard and Reisler as well as Parsons and others. Evaluation in this mark band may be implicit.

Band 4 13-16

Knowledge will be applied with a high degree of accuracy showing a careful analysis of the work referred to and an evaluation, which at its best, will be detailed leading to a balanced conclusion.

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4 (a) (i) Define the term gender *stereotyping*. [3]

There is no requirement for this answer to contain evaluation

- 0 no attempt to define gender stereotyping
- 1 gender stereotyping is explained in a simplistic way such as 'buying different toys'
- 2 the meaning of gender stereotyping is further expanded by showing wider understanding but this may not be linked to sociological examples e.g. 'learning to be a boy or girl'
- 3 an accurate sociological definition of gender stereotyping is offered this can be purely theoretical and does not have to contain examples 'the way in which girls learn to be feminine and boys to be masculine by the different subjects that they study'

(ii) Identify and briefly describe two examples of gender stereotyping taken from education. [6]

Up to 3 marks to be awarded for each example [3 x 2]

- 0 no example offered
- 1 an example of a gendered stereotype is identified but no detail is offered
- 2 as above plus a limited description of a relevant stereotype however the links to education may be tenuous
- 3 an example of a gendered stereotype is identified plus a description that shows an accurate sociological understanding of this concept and showing the relevance to the sociology of education

(b) Evaluate the contribution of interactionists to an understanding of the educational process as experienced by pupils. [16]

Band 1 0-4

Answers in this band will most probably accept or reject the proposition without support. Others may describe the process of schooling.

Band 2 5-8

Answers in this mark band will most likely argue the positive aspects of interactionist studies and this will be supported either by reference to key thinkers such as Becker or contemporary evidence. If the possibility of other theories having importance is acknowledged but one, or both, is undeveloped then mark towards the top of the mark band.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Not only will candidates discuss the value that the interactionist perspective has given to understanding of the process of education but there will also be consideration given to others such as feminists or functionalists. Evaluation in this mark band may be implicit.

Band 4 13-16

Knowledge will be applied with a high degree of accuracy showing a careful analysis of the work referred to and an evaluation, which at its best, will be detailed leading to a balanced conclusion.

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5 (a) (i) Define the term *social function*. [3]

There is no requirement for this answer to contain evaluation

- 0 no attempt to define social function
- 1 social function is explained in a simplistic way such as ‘a job’
- 2 the meaning of social function is further expanded by showing wider understanding but this may not be linked to sociological examples or religion such as ‘a job that helps society’
- 3 an accurate sociological definition of social function is presented but this may be purely theoretical and does not have to contain examples e.g. ‘an action carried out by an institution of society that helps the society to operate efficiently’

(ii) Identify and briefly describe two examples of the social functions of religion. [6]

Up to 3 marks to be awarded for each example [3 x 2]

- 0 no example offered
- 1 an example of social function is identified but no detail is offered
- 2 as above plus a limited description of social function that may not be clearly linked to religion
- 3 an example of social function is identified plus a description that shows an accurate sociological understanding of this concept and one that is clearly linked to religion

(b) ‘Far from maintaining social order, religion is often an initiator of social change.’ Assess this claim. [16]

Band 1 0-4

Answers in this band will most probably accept or reject the proposition without support. Some candidates may describe different types of religious practices.

Band 2 5-8

Answers in this mark band will most likely either support the proposition as the initiator of change or see it as the source of maintaining the status quo and this will be supported either by reference to key thinkers or contemporary evidence. If both possibilities are acknowledged but one, or both, is undeveloped then mark towards the top of the mark band.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Useful reference can be made to a range of key thinkers such as Weber and concepts such as liberation theology. Evaluation in this mark band may be implicit.

Band 4 13-16

Knowledge will be applied with a high degree of accuracy showing a careful analysis of the work referred to and an evaluation, which at its best, will be detailed leading to a balanced conclusion.

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6 (a) (i) Define the term *new religious movements*. [3]

There is no requirement for this answer to contain evaluation

- 0 no attempt to define N.R.M.s
- 1 N.R.M.s explained in a simplistic way such as 'new groups'
- 2 the meaning of N.R.M.s further expanded by showing wider understanding but this may not be linked to sociological explanations e.g. 'groups of individuals that have religious links'
- 3 an accurate sociological definition of N.R.M.s but this may be purely theoretical and does not have to contain examples such as 'groups of individuals that first emerged in the 1960s that look at religion in new ways or return to more fundamental ways'

(ii) Identify and briefly describe two examples of new religious movements. [6]

Up to 3 marks to be awarded for each example [3 x 2]

- 0 no example offered
- 1 an example of N.R.M. is identified but no detail is offered
- 2 as above plus a limited description of a N.R.M.
- 3 an example of a N.R.M. is identified plus a description that shows an accurate sociological understanding of this concept

(b) Evaluate the post-modernist view that there is no role for traditional religious organisations such as churches in modern industrial societies. [16]

Band 1 0-4

Answers in this band will most probably accept or reject the proposition without support. Others may attempt to define post modern societies with no reference to the question.

Band 2 5-8

Answers in this mark band will most likely either support or reject the proposition but this will be supported either by reference to key thinkers or contemporary evidence. If both possibilities are acknowledged but one, or both, is undeveloped then mark towards the top of the mark band. If valid consideration has been given to the meaning of post modern then mark at the top of the range.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Candidates may offer supported arguments based on the secularisation thesis as well as use a range of material based on observations of contemporary societies. Useful reference can be made to key thinkers such as Wilson, Turner and Lyotard. Evaluation in this mark band may be implicit.

Band 4 13-16

Knowledge will be applied with a high degree of accuracy showing a careful analysis of the work referred to and an evaluation, which at its best, will be detailed leading to a balanced conclusion.

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7 (a) (i) Define the term *moral panic*. [3]

There is no requirement for this answer to contain evaluation

- 0 no attempt to define moral panic
- 1 moral panic explained in a simplistic way such as ‘people worrying about some issue’
- 2 the meaning of moral panic further expanded by showing wider understanding but this may not be linked to sociological evidence e.g. ‘an issue that has been exaggerated by the papers’
- 3 an accurate sociological definition of moral panic is offered but this may be purely theoretical and does not have to contain examples ‘when an incident is exaggerated by the press so that people become concerned to a degree that is out of proportion to reality’

(ii) Identify and briefly describe two examples of moral panic. [6]

Up to 3 marks to be awarded for each example [3 x 2]

- 0 no example offered
- 1 an example of a moral panic is identified but no detail is offered
- 2 as above plus a limited description of how a moral panic develops this may have weak links to crime and deviance
- 3 an example of a moral panic is identified plus a description that shows an accurate sociological understanding of this concept that is clearly linked to crime and deviance

(b) Evaluate the view that most crime in modern industrial societies is carried out by young working class men. [16]

Band 1 0-4

Answers in this band will most probably accept or reject the proposition without support.

Band 2 5-8

Answers in this mark band will most likely to support the proposition based on crime statistics or supported by reference to key thinkers. If the possibility of other groups being responsible for criminal behaviour is acknowledged one, or both, will be undeveloped but mark towards the top of the band.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Not only will there be consideration of the appearance of high rates of crime amongst the young be discussed but also aspects of white collar crime and Marxist views about the benefactors of crime. Useful reference can be made to the work of key thinkers such as Merton, Sutherland, Miller, Cohen and Finn as well as many others. Evaluation in this mark band may be implicit.

Band 4 13-16

Knowledge will be applied with a high degree of accuracy showing a careful analysis of the work referred to and an evaluation, which at its best, will be detailed leading to a balanced conclusion.

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8 (a) (i) Define the term *social order*. [3]

There is no requirement for this answer to contain evaluation

- 0 no attempt to define social order
- 1 social order is explained in a simplistic way such as 'being organised'
- 2 the meaning of social order is further expanded by showing wider understanding but this may not be linked to sociological evidence or crime and deviance e.g. 'society being organised by the police'
- 3 an accurate sociological definition of social order is offered but this may be purely theoretical and does not have to contain examples but should be linked to crime and deviance such as 'the sharing of values and norms by the majority of society resulting in obeying the law'

(ii) Identify and briefly describe two examples of social order in relation to the theories of crime and deviance. [6]

Up to 3 marks to be awarded for each example [3 x 2]

- 0 no example offered
- 1 an example of social order is identified but no detail is offered
- 2 as above plus a limited description of the type of social order that may have weak links to crime and deviance
- 3 an example of social order is identified plus a description that shows an accurate sociological understanding of the concept being described and is clearly linked to crime and deviance

(b) 'There is no such thing as deviance in society other than in the mind of the observer.' Assess this claim. [16]

Band 1 0-4

Answers in this band will most probably accept or reject the proposition without support. Candidates may show confusion between crime and deviance.

Band 2 5-8

Candidates must show that they are answering in relation to deviance and not to crime. Answers in this mark band will most likely either support or reject the proposition but this will be supported either by reference to key thinkers or contemporary evidence. If both possibilities are acknowledged but one, or both, is undeveloped then mark towards the top of the mark band. The most likely answer is that which offers support and refers to the work of Becker and Lemert.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Not only will the labelling theorists be interrogated but also other theories on the nature of deviance, the best answers will not only make use of such classical theorists such as Durkheim but also more contemporary material such as Young and Pearce. Evaluation in this mark band may be implicit.

Band 4 13-16

Knowledge will be applied with a high degree of accuracy showing a careful analysis of the work referred to and an evaluation, which at its best, will be detailed leading to a balanced conclusion.

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9 (a) (i) Define the term *scientific management*. [3]

There is no requirement for this answer to contain evaluation

- 0 no attempt to define scientific management
- 1 scientific management explained in a simplistic way such as 'planned management'
- 2 the meaning of scientific management further expanded by showing wider understanding but this may not be linked to sociological evidence e.g. 'making running a company more efficient'
- 3 an accurate sociological definition of scientific management but this can be purely theoretical and does not have to contain examples such as 'management style based on time and motion studies'

(ii) Identify and briefly describe two examples of scientific management in relation to studies of work. [6]

Up to 3 marks to be awarded for each example [3 x 2]

- 0 no example offered
- 1 an example of scientific management is identified but no detail is offered
- 2 as above plus a limited description of scientific management
- 3 an example of scientific management is identified plus a description that shows accurate sociological understanding of the concept being described based on studies of work

(b) Evaluate the view that in modern industrial societies women no longer face sexual inequality in the workplace. [16]

Band 1 0-4

Answers in this band will most probably accept or reject the proposition without support. Some candidates may describe the types of jobs females may do.

Band 2 5-8

Answers in this mark band will most likely either support (by reference to meritocratic societies) or reject the proposition (by reference to patriarchy and the glass ceiling) and use of key thinkers or contemporary evidence. If both possibilities are acknowledged but one, or both, is undeveloped then mark towards the top of the mark band.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. In order to enter this band it must be clear that the candidate is considering the position of females in employment in modern industrial societies. Use can be made of the feminist writers as well as such key thinkers as Nash and Adamson as well as the position of females in society as primary cares. Give credit to those who make accurate reference to employment statistics, the law, taxation and terms of employment. Evaluation in this mark band may be implicit.

Band 4 13-16

Knowledge will be applied with a high degree of accuracy showing a careful analysis of the work referred to and an evaluation, which at its best, will be detailed leading to a balanced conclusion.

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10 (a) (i) Define the term *professionalisation* in relation to work. [3]

There is no requirement for this answer to contain evaluation

- 0 no attempt to define professionalisation
- 1 professionalisation explained in a simplistic way such as 'being paid'
- 2 the meaning of professionalisation further expanded by showing wider understanding but this may not be linked to sociological evidence e.g. 'gaining qualifications'
- 3 an accurate sociological definition of professionalisation but this may be purely theoretical and does not have to contain examples such as 'the process by which the level of qualifications rise limiting access to certain jobs to those who have the qualifications'

(ii) Identify and briefly describe two examples of professionalisation in relation to studies of work. [6]

Up to 3 marks to be awarded for each example [3 x 2]

- 0 no example offered
- 1 an example of professionalisation is identified but no detail is offered
- 2 as above plus a limited description of professionalisation
- 3 an example of professionalisation is identified plus a description that shows accurate sociological understanding of this concept

(b) Evaluate the view that in modern industrial societies social identity is shaped primarily by employment. [16]

Band 1 0-4

Answers in this band will most probably accept or reject the proposition without support. Others may describe different types of people.

Band 2 5-8

Answers in this mark band will most likely either support or reject the proposition but this will be supported either by reference to key thinkers or contemporary evidence. If both possibilities are acknowledged but one, or both, is undeveloped then mark towards the top of the mark band.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. In order to enter this mark band it must be clear that the candidate is describing modern industrial societies. Useful reference can be made to such key thinkers as Parker and the meaning of social identity and the other ways in which it can be affected. Evaluation in this mark band may be implicit.

Band 4 13-16

Knowledge will be applied with a high degree of accuracy showing a careful analysis of the work referred to and an evaluation, which at its best, will be detailed leading to a balanced conclusion.

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11 (a) (i) Define the term *ideological control*. [3]

There is no requirement for this answer to contain evaluation

- 0 no attempt to define ideological control
- 1 ideological control explained in a simplistic way such as ‘controlling ideas’
- 2 the meaning of ideological control further expanded by showing wider understanding but this may not be linked to sociological evidence e.g. ‘controlling what people think’
- 3 an accurate sociological definition of ideological control but this can be purely theoretical and does not have to contain examples such as ‘control of the process by which people receive ideas and learn to make judgements about the world around them’

(ii) Identify and briefly describe two ways in which the mass media may act as a means of ideological control. [6]

Up to 3 marks to be awarded for each example [3 x 2]

- 0 no example offered
- 1 an example of ideological control is identified but no detail is offered ‘controlling ideas’
- 2 as above plus a limited description of the example that may have weak links to the mass media
- 3 an example of ideological control is identified plus a description that shows accurate sociological understanding of the concept being described and linked to the mass media

(b) ‘The growth of conglomerates that control the global media is undermining local cultures.’ Assess this claim. [16]

Band 1 0-4

Answers in this band will most probably accept or reject the proposition without support. There may be confused definitions of media conglomerates or cultural convergence.

Band 2 5-8

Answers in this mark band will most likely either support or reject the proposition but this will be supported either by reference to key thinkers or contemporary evidence. If both possibilities are acknowledged but one, or both, is undeveloped then mark towards the top of the mark band. Useful reference can be made to media moguls such as Rupert Murdoch.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Not only will there be an exploration of the way in which mass culture has become globalised but also of the way in which countries (France) or societies (Eastern) may reject the process of Westernisation or Americanisation. Useful reference may be made to such key thinkers as Murdock and Goulding. Evaluation in this mark band may be implicit.

Band 4 13-16

Knowledge will be applied with a high degree of accuracy showing a careful analysis of the work referred to and an evaluation, which at its best, will be detailed leading to a balanced conclusion.

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12 (a) (i) Define the term *operational control* in relation to the mass media. [3]

There is no requirement for this answer to contain evaluation

- 0 no attempt to define operational control
- 1 operational control explained in a simplistic way such as 'running the firm'
- 2 the meaning of operational control further expanded by showing wider understanding but this may not be linked to sociological evidence e.g. 'being in charge of the firm'
- 3 an accurate sociological definition of operational control is given but this can be purely theoretical and does not have to contain examples but should be linked to the mass media such as 'having the power to make the day today decisions in a media company such as hiring and firing or deciding what is put on the front page'

(ii) Identify and briefly describe two examples of operational control in the context of the mass media. [6]

Up to 3 marks to be awarded for each example [3 x 2]

- 0 no example offered
- 1 an example of operational control is identified but no detail is offered
- 2 as above plus a limited description of the nature of operational control
- 3 an example of operational control is identified plus a description that shows an accurate sociological understanding of the concept being described and is clearly linked to the mass media

(b) Evaluate the view that the mass media has a direct effect on the attitudes and behaviour of its audience. [16]

Band 1 0-4

Answers in this band will most probably accept or reject the proposition without support. Others may describe the mass media.

Band 2 5-8

Answers in this mark band will most likely either support or reject the proposition but this will be supported either by reference to key thinkers or contemporary evidence. If both possibilities are acknowledged but one, or both, is undeveloped then mark towards the top of the mark band.

Band 3 9-12

Answers show a more thorough understanding of the question and are supported with a good range of material. Candidates will show that they have a thorough understanding of the meaning of both direct and mediated effects and that they can support their answers by reference to such key thinkers as Katz and Lazarsfeld. Evaluation in this mark band may be implicit.

Band 4 13-16

Knowledge will be applied with a high degree of accuracy showing a careful analysis of the work referred to and an evaluation, which at its best, will be detailed leading to a balanced conclusion.